

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3300 W. Freer Dr., Tucson, AZ 85742

Marana Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Highly Performing
2002-03	Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Jennifer Vemich  
 Schedule : 07:00 AM to 03:30 PM  
 Grades : K-6  
 2005 Enrollment : 885  
 Web Address : www.maranausd.org/IE  
 Phone Number : (520) 579-5150  
 Fax Number : (520) 579-5164  
 E-mail : J.F.Vemich@maranausd.org

### Mission

In partnership with the Ironwood community, we will cultivate a positive learning environment dedicated to the total well-being of our children, one where they are nurtured intellectually, socially and emotionally.

We will empower our students to become self-directed, lifelong learners who are productive responsible citizens.

We will celebrate the success of our students, recognize their unique gifts, and encourage their contributions to a peaceful world community.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

#### School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü All students will receive quality instruction to assist them in meeting or exceeding the Arizona Academic Standards. They will be given opportunities to learn to their maximum ability and realize their unique potential.
- ü All students will have opportunities to increase their achievement in language arts through implementation of a core reading program and the 6+1 Traits of Writing.
- ü All students will increase their ability to think mathematically, to communicate and cooperate to solve mathematics problems, and to develop their skills to apply mathematics in the real world.
- ü All students will have opportunities to utilize technology to enhance and support their educational experiences. They will also develop competency skills in the use of technology.

### Enrollment

October 1, 2004 School Year Student Enrollment : 894  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 58

Instructional Programs

- ü Standards-based Instruction
- ü Remedial and SEI Programs
- ü On-site Special Education
- ü Programs for Visually & Hearing Impaired
- ü 6 Traits Writing Model
- ü Houghton-Mifflin Core Reading Program
- ü Everyday Mathematics
- ü Gifted Education on site

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 15 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We provide an environment in which students can succeed and parents feel assured that their children are safe and well-nurtured while they achieve academically. We believe that the school is central to the community and, as such, provides opportunities for families to come together for activities, for information about their child's education, and to celebrate. The staff communicates with parents through weekly reports, monthly newsletters, conferences, PTO meetings, and Tuesday Newsday.

Parents

We view education as a partnership between the school and family. Parents support the efforts of the Ironwood staff by having their children in attendance, on time and ready to learn, whenever their health permits. We request that parents support and encourage homework completion. Open communication between home and school facilitates maximum learning. We invite parents to become involved, to participate in schoolwide and PTO activities, and to volunteer on campus.

Transportation Policy

Transportation is provided for all except those living adjacent to school. Our attendance area is bounded by the Pinal County line to the north, Cortaro Farms Rd. to the south, Shannon Rd. to the east, Thornydale Rd. (south of Linda Vista) and I-10 to the west. Bus rides are 5 to 45 min. in length. Students are expected to follow the expectations established by the school and the Marana District regarding bus behavior.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Arizona Elementary School Counselor of the Year	2002
ü NAU K-12 Center Grant Recipient	2000
ü MUSD Foundation for Excellence in Education	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	985	79306	100	100	99	473	462	445	3	6	10	9	10	18	50	53	51	39	32	20
All Students (Prior Year)	130	956	75509	100	100	100	548	537	521	6	8	13	19	18	23	27	33	33	49	41	31
Female	53	465	38691	100	100	99	477	459	446	2	8	10	10	8	18	49	56	52	39	28	20
Male	72	520	40583	100	99	99	470	464	445	3	4	11	8	12	18	50	50	50	39	34	21
African American	NC	34	4041	NC	100	99	NC	435	426	NC	6	17	NC	15	23	NC	70	50	NC	9	10
Hispanic	32	254	32869	100	100	99	466	450	429	3	8	15	10	14	25	47	54	51	40	24	10
Asian/Pacific Islander	NC	23	1935	NC	100	99	NC	447	474	NC	5	3	NC	10	9	NC	45	48	NC	40	40
American Indian/Alaskan Native	NC	16	4264	NC	89	100	NC	440	419	NC	8	19	NC	31	30	NC	46	45	NC	15	6
White	85	658	36197	100	100	99	476	469	463	3	5	5	9	8	11	49	52	53	39	36	31
Students with Disabilities	18	161	10321	100	100	100	432	399	389	19	24	30	19	22	27	44	42	34	19	12	9
Students without Disabilities	107	824	69060	97	99	98	480	474	454	0	2	7	7	8	17	51	55	54	42	35	22
Limited English Proficient Students	NC	33	15509	NC	100	100	NC	355	406	NC	11	20	NC	18	30	NC	58	45	NC	13	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	33	345	39415	100	96	96	467	452	431	3	10	15	10	13	25	57	54	50	30	23	10
Non-Economically Disadvantaged	92	640	39966	100	100	100	475	467	459	2	4	6	8	8	12	47	52	52	42	36	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	985	79395	100	0	99	462	458	446	3	6	9	15	15	25	71	65	55	10	14	11
All Students (Prior Year)	130	953	75492	100	100	100	528	523	519	9	8	12	8	14	16	50	49	47	34	29	24
Female	53	463	38743	100	0	100	470	463	451	2	6	7	8	12	24	80	67	57	10	15	12
Male	72	522	40618	100	0	99	456	453	440	5	7	11	20	18	27	65	62	53	11	12	9
African American	NC	33	4052	NC	0	100	NC	430	434	NC	6	11	NC	22	29	NC	69	54	NC	3	6
Hispanic	32	255	32915	100	0	99	459	450	426	3	7	15	13	19	35	77	65	47	7	9	4
Asian/Pacific Islander	NC	23	1936	NC	0	99	NC	445	468	NC	0	3	NC	10	14	NC	70	63	NC	20	19
American Indian/Alaskan Native	NC	16	4271	NC	0	100	NC	431	420	NC	23	15	NC	15	42	NC	54	41	NC	8	2
White	85	658	36221	100	0	99	462	463	465	4	6	4	16	14	15	67	64	63	13	16	17
Students with Disabilities	18	161	10331	100	0	100	410	390	388	19	26	25	44	33	37	38	36	34	0	5	4
Students without Disabilities	107	824	69139	97	0	99	470	471	454	1	3	7	10	12	24	77	70	58	12	15	11
Limited English Proficient Students	NC	33	15545	NC	0	100	NC	344	399	NC	16	21	NC	27	42	NC	51	35	NC	7	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	33	344	39484	100	0	96	454	448	429	7	11	14	20	19	35	63	59	47	10	10	4
Non-Economically Disadvantaged	92	641	39986	100	0	100	464	463	461	2	4	4	13	13	16	74	67	63	11	16	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	984	78869	100	100	99	451	450	442	1	3	6	27	20	21	66	67	63	6	10	10
All Students (Prior Year)	130	951	75053	100	99	99	604	603	597	12	7	7	7	11	12	70	74	72	11	9	9
Female	53	464	38536	100	100	99	473	465	458	0	2	4	12	13	15	80	70	67	8	15	14
Male	72	520	40302	100	99	99	435	437	428	2	3	8	38	26	26	56	64	60	5	7	7
African American	NC	33	4015	NC	100	99	NC	436	430	NC	0	8	NC	19	24	NC	78	61	NC	3	7
Hispanic	32	255	32606	100	100	98	443	448	426	0	2	8	40	26	27	53	62	60	7	10	5
Asian/Pacific Islander	NC	23	1925	NC	100	99	NC	452	471	NC	0	3	NC	10	11	NC	70	64	NC	20	22
American Indian/Alaskan Native	NC	16	4245	NC	89	100	NC	459	423	NC	0	9	NC	31	26	NC	46	61	NC	23	4
White	85	657	36078	100	99	99	455	451	459	1	4	4	23	18	16	70	68	66	6	10	14
Students with Disabilities	18	158	10246	100	100	100	405	382	367	6	10	18	56	41	39	38	48	40	0	1	4
Students without Disabilities	107	826	68697	97	99	98	459	463	454	0	2	4	22	16	18	71	70	67	7	12	11
Limited English Proficient Students	NC	33	15339	NC	100	100	NC	347	399	NC	9	11	NC	29	31	NC	58	54	NC	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	33	343	39106	100	96	95	452	436	427	0	4	8	37	29	28	50	62	59	13	5	5
Non-Economically Disadvantaged	92	641	39837	100	100	100	451	458	457	1	3	4	24	15	14	72	69	67	4	13	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	133	1000	78906	99	99	99	509	502	498	7	9	13	16	14	19	56	55	48	21	21	20
All Students (Prior Year)	133	1011	76019	99	99	100	510	508	499	4	8	14	36	35	39	18	15	14	42	41	33
Female	66	486	38644	100	100	99	509	501	500	6	9	12	16	14	19	60	58	49	17	19	19
Male	67	514	40236	97	99	99	510	502	497	8	9	15	15	15	19	52	53	46	25	23	20
African American	NC	29	4087	NC	100	99	NC	425	481	NC	28	20	NC	24	24	NC	40	45	NC	8	11
Hispanic	32	251	31938	94	99	99	496	489	481	10	12	19	24	18	25	48	56	46	17	14	10
Asian/Pacific Islander	NC	21	1805	NC	100	98	NC	525	536	NC	5	5	NC	5	8	NC	63	45	NC	26	42
American Indian/Alaskan Native	NC	19	4593	NC	100	100	NC	464	467	NC	35	26	NC	24	29	NC	41	39	NC	0	6
White	91	680	36483	100	99	99	515	509	517	6	7	7	11	13	13	60	56	51	24	25	30
Students with Disabilities	11	130	10664	100	100	100	475	413	430	40	35	42	20	29	27	30	34	26	10	2	5
Students without Disabilities	122	870	68310	98	98	98	512	515	509	4	6	9	15	12	18	58	58	51	22	24	22
Limited English Proficient Students	NC	31	12573	NC	100	100	NC	347	454	NC	28	27	NC	28	30	NC	43	38	NC	2	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	34	340	38679	94	95	96	493	493	483	13	16	20	25	19	25	50	52	45	13	13	10
Non-Economically Disadvantaged	99	660	40295	100	100	100	515	506	513	5	6	7	13	12	13	58	57	50	24	25	30

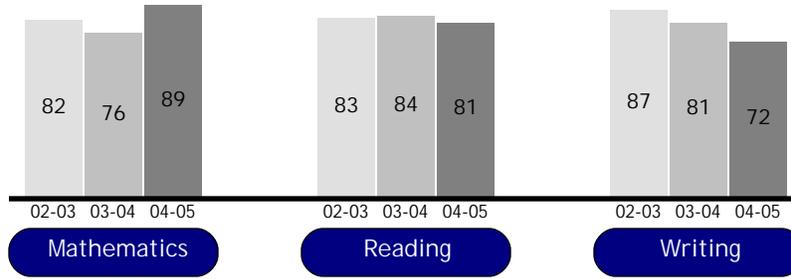
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	1002	78908	99	0	99	502	493	484	2	6	10	19	17	23	67	66	58	12	12	9
All Students (Prior Year)	133	1010	76020	99	99	100	507	509	503	14	18	25	21	24	23	50	43	40	15	15	12
Female	66	487	38648	100	0	99	509	497	489	0	5	8	13	13	22	71	69	61	16	13	10
Male	68	515	40233	99	0	99	495	489	479	5	6	12	24	20	25	62	63	55	9	11	8
African American	NC	29	4092	NC	0	99	NC	421	473	NC	16	12	NC	20	28	NC	60	54	NC	4	5
Hispanic	32	251	31940	94	0	99	496	483	465	3	7	16	24	20	32	66	65	49	7	8	3
Asian/Pacific Islander	NC	21	1805	NC	0	98	NC	505	507	NC	5	4	NC	11	13	NC	63	65	NC	21	18
American Indian/Alaskan Native	NC	19	4569	NC	0	100	NC	464	457	NC	18	18	NC	35	39	NC	47	41	NC	0	2
White	92	682	36502	100	0	99	506	499	502	2	4	4	14	15	14	69	67	67	14	14	15
Students with Disabilities	11	131	10665	100	0	100	464	410	423	30	24	30	20	36	36	50	38	31	0	3	2
Students without Disabilities	123	871	68312	99	0	98	505	505	493	0	3	7	18	14	21	68	70	62	13	13	10
Limited English Proficient Students	NC	31	12556	NC	0	100	NC	341	436	NC	21	24	NC	26	40	NC	51	35	NC	2	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	35	341	38662	97	0	96	489	487	468	6	9	16	27	22	32	55	61	49	12	9	3
Non-Economically Disadvantaged	99	661	40315	100	0	100	507	496	498	1	4	5	16	14	15	71	68	66	13	13	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	1004	78750	99	100	99	513	505	500	5	4	6	20	24	29	74	71	63	2	2	2
All Students (Prior Year)	133	1009	75673	99	99	100	535	522	530	8	13	12	27	26	25	62	58	58	3	3	4
Female	66	487	38586	100	100	99	531	518	515	2	2	4	13	17	22	84	79	71	2	2	3
Male	68	517	40135	99	99	99	497	493	486	8	5	8	27	30	35	64	63	56	2	1	1
African American	NC	29	4081	NC	100	99	NC	448	488	NC	12	8	NC	20	32	NC	68	59	NC	0	2
Hispanic	32	250	31841	94	98	99	502	500	483	7	4	8	28	30	36	62	65	55	3	1	1
Asian/Pacific Islander	NC	21	1802	NC	100	98	NC	530	533	NC	0	2	NC	16	16	NC	79	75	NC	5	7
American Indian/Alaskan Native	NC	19	4586	NC	100	100	NC	487	481	NC	6	8	NC	41	37	NC	53	54	NC	0	1
White	92	685	36440	100	100	99	518	509	516	4	3	3	16	22	22	80	73	71	0	2	4
Students with Disabilities	11	131	10622	100	100	100	463	403	415	20	19	21	20	42	50	60	34	28	0	5	1
Students without Disabilities	123	873	68196	99	98	98	518	520	513	3	1	3	20	21	25	75	76	69	2	1	3
Limited English Proficient Students	NC	31	12504	NC	100	100	NC	348	451	NC	13	12	NC	45	44	NC	30	43	NC	13	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	35	342	38558	97	95	96	489	496	485	9	6	8	27	34	37	64	59	54	0	0	1
Non-Economically Disadvantaged	99	662	40260	100	100	100	522	510	514	3	2	3	18	19	21	77	76	72	2	2	4

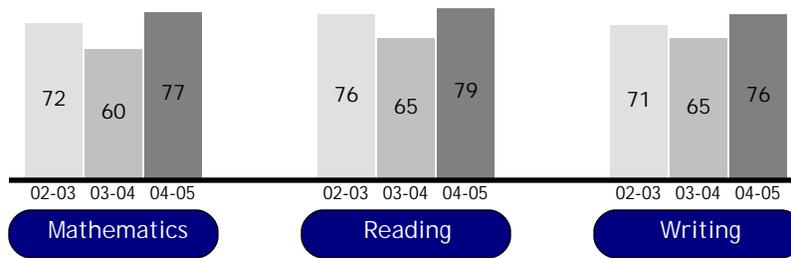
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

**Glossary:**

**Adequate Yearly Progress**

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

**Met Percent Tested:**

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

**Met Test Objectives:**

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

**Met Attendance Rate:**

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

**Met Graduation Rate:**

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	65	63	50	93	47	NA	58	97	49	53	47
	Language	100	63	57	43	98	38	50	50	97	47	50	47
	Mathematics	99	76	71	57	98	59	67	64	100	59	59	50
3	Reading	99	62	61	47	100	64	NA	55	100	51	52	44
	Language	100	65	65	54	100	65	64	61	100	47	48	44
	Mathematics	99	61	69	54	100	74	68	61	100	65	61	51
4	Reading	98	71	66	52	98	61	NA	56	100	53	54	48
	Language	98	63	58	48	99	57	56	52	100	54	55	49
	Mathematics	99	62	67	57	99	65	66	61	100	61	59	53
5	Reading	97	64	61	50	97	63	NA	55	99	59	57	50
	Language	99	52	53	46	98	52	51	49	99	59	56	50
	Mathematics	98	68	66	57	98	62	67	63	99	56	56	49
6	Reading	98	67	64	53	98	64	NA	56	100	62	59	51
	Language	98	62	56	45	99	55	51	48	100	53	53	47
	Mathematics	98	77	73	62	99	72	71	66	100	59	60	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 8 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Student Learning
- Ü School Safety and School Environment
- Ü Parent/Community Involvement
- Ü Technology
- Ü School Improvement
- Ü Staff Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	45.50
Other Professional Staff	2.00	Teacher Aide	10.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	2	0	0
4 to 6 years	5	1	0	0
7 to 9 years	7	2	0	0
10 or more years	6	20	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	41
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü 2 Computer Labs Each w/30 Networked PCs
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü Peer Mediation
- Ü Community Schools Classes
- Ü Leadership Team

Social Services

- Ü After School Programs
- Ü Counseling Services
- Ü On-site Day Care
- Ü Health Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü We continue implementation of the Six Traits Writing Program to ensure consistency of instruction across grade levels and provide students with a common writing vocabulary. Implementation of Everyday Math K-6 brings consistency to math instruction.
- ü Our technology program consists of two 30-computer labs; two SmartBoards, one accessible to all classes; and electronic educational support for students with special needs. Teachers integrate technology into classroom lessons.
- ü Ironwood is currently part of the University of Arizona L.I.N.K.S. grant. This participation is assisting us in evaluating our programs and setting goals which support creating a positive school environment and more resilient children.
- ü On-going after school tutoring provides additional educational experiences for children who are approaching standards and need reinforcement of skills.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	8	12	12	17
Transfers In Rate <sup>6</sup>	12	28	28	37
Stability Rate <sup>7</sup>	91	87	87	82
Promotion Rate <sup>8</sup>	97	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

With the goal of providing a safe, secure school community, we maintain a closed campus during the hours that students are in attendance. Staff and students are well-prepared to respond to emergency situations. We have adopted a discipline plan around consistent behavior expectations schoolwide. This plan incorporates both fair, consistent consequences for violations of those expectations as well as positive recognition for good behavior. Schoolwide assemblies promote a sense of community.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jennifer Vemich, Principal	(520) 579-5150
Transportation Policy	Don Powers, Director	(520) 682-1055
Community Resources	Dee Etter, Assistant to the Principal	(520) 579-5150
School Nutrition Programs	Ethel Myford, Cafeteria Supervisor	(520) 579-5184
Parent Organization	Chris Soszynski, President	(520) 579-5150
Student Health/Nurse	Gema Hess, Health Aide	(520) 579-5150

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.